



**ELTHORNE PARK**  
— HIGH SCHOOL —

## **Rewards Policy**

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Committee – Curriculum

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## Our Values

The following values and promoting these student attributes lay at the heart of all policy development in the school. As DFE guidance stipulates *'Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos'*.

In order to promote our school culture we have five core values.

### **Proud**

I proudly celebrate my achievements and those of people around me.

### **Prepared**

I have high expectations of myself and others and am prepared for each school day.

### **Principled**

My actions show I know the difference between right and wrong.

### **Persevere**

I am resilient, confident and independent in my learning.

### **Participate**

I actively engage with wider opportunities and understand how I can be successful in the next stage of life.

## **Aims of the Policy**

The policy aims are to;

- embed our values in order to create a positive school ethos
- recognise and celebrate **all** student achievement, by implementing an inclusive rewards system.
- monitor and ensure all groups of students are rewarded
- reward students for areas of academic and personal development
- more specifically, reward students for their academic attainment, progress and effort, demonstration of the school values and attributes, high standards of attendance and punctuality, participation service to the school and community engagement.
- encourage consistent and frequent use of rewards by all staff including support staff.
- develop rewards that develop student self-confidence and raise self-esteem through public celebration.
- develop a meaningful rewards system that is valued by students, parents and staff.
- develop a simple and sustainable system for rewarding students understood and valued by all members of the school community

### How do we reward at Elthorne Park High School?

It is important that the school community are involved in the rewards system. This involves not only staff and students but parents/carers as well

#### *Responsibilities in relation to Rewards*

<b>Who is involved?</b>	<b>What is the type of reward</b>	<b>When?</b>
<b>SLT</b>	Gold Award winners meetings  Platinum award winners day  Awards evenings	<i>Throughout the school year</i>  <i>July</i>  <i>Spring 2:2</i> <i>Summer 3:2</i>
<b>Subject Leaders</b>	Subject Certificates/display boards	<i>Autumn 1:2</i> <i>Spring 2:2</i> <i>Summer 3:2</i>
<b>Year Leaders</b>	Celebration assemblies  Weekly Celebration Tutor Times  Selection of Winners-Reward Trips	<i>Autumn 1:2</i> <i>Spring 2:2</i> <i>Summer 3:2</i>  <i>Throughout the school year</i>  <i>Autumn 1:2</i> <i>Spring 2:2</i> <i>Summer 3:2</i>
<b>Classroom Teachers</b>	Credits/postcards/stickers /contact home/nominations	<i>Throughout the school year</i>
<b>Tutors</b>	Credits/postcards/stickers /contact home	<i>Throughout the school year</i>
<b>Rewards administrator</b>	Badges/certificates/arranging gold award meetings	<i>Throughout the school year</i>
<b>Students</b>	Jack Petchy nominations	<i>Autumn 1.1</i> <i>Spring 1:2</i>
<b>Parent/Carers</b>	Attendance at awards evenings	<i>Autumn 1:2</i> <i>Spring 2:2</i>

## 2 Curriculum Rewards

### Teaching and Learning: praise and celebration of success in lessons

The school's teaching and learning policy outlines aspects of excellent teaching practice and this requires the promotion of a positive classroom ethos.

There is a clear link between the use of sincere targeted praise and rewards in the learning environment and increased student self-esteem, motivation and commitment to their work.

We encourage our staff to regularly reward students in line with our school values and where they display positive behaviours that are caring, kind and supportive of other members of the school community.

In addition to formalised rewards structures outlined in this rewards policy, staff are required to adopt the following practices to help build a positive learning environment

- use **verbal praise** to reward students throughout your lessons. This should be sincere and targeted towards student achievement during a lesson.
- **Staff circulate during lessons, providing positive praise, feedback and support.**
- use students' names and **positive language** in your lessons to encourage and reward student contribution and achievement. Be aware of the balance between positive and negative comments used in lessons, and develop a positive dialogue with your classes.
- ensure that students' work is valued and rewarded through **regular feedback and marking**, in line with the whole school assessment policy. Issue appropriate rewards (as outlined in this policy) when providing assessment feedback.
- **display work** should reflect student achievement across all key stages and the attainment range.
- Teachers are encouraged to provide **time in lessons** and **tutor time** for students to reflect on and **celebrate success**.
- **As noted in The Elthorne Way, rewards & achievements are celebrated and shared during lessons progressively in line with the school's rewards policy.**

All classrooms have a values poster to remind students and assist staff in giving specific praise linked to the whole school values in action.

*See in conjunction with the school's assessment, teaching and learning policy.*

#### 2.1 Criteria for the issue of rewards

Six main criteria have been identified that provide the backbone for the issue of rewards. Students will be rewarded for:

- significant or improved **progress and achievement** in their academic work.

- high level **attainment** and academic excellence in their academic work.
- significant progress in terms of their **personal development and organisational skills** e.g. service to the school, attendance & punctuality, positive & caring behaviour.
- progress and success in the student key attributes and demonstrating **Elthorne values**.
- **Significant achievements** or **service to the community**.
- **Wider school engagement including Interform and extra-curricular**

#### **Rewards consist of:**

- Badges-bronze, silver, gold and platinum rewards in relation to credits
- Subject certificates and awards – presented in termly curriculum assemblies
- Pastoral certificates and awards – presented in termly pastoral assemblies
- Termly Reward trips
- A Platinum Winners Day
- Achievement display boards, subject areas and Year boards
- letters/postcards of praise to parent/carers
- Celebrations weekly (KS3-5 Tutor Times)
- EOT celebration assemblies
- Awards evenings-KS3-KS5
- Meetings with SLT (Gold award winners)
- Fast track lunch passes/Busy Bean passes given to top tutee each week
- Student of the week pens
- Headteacher commendations

## **2.2 Subject Credits**

Credits will be awarded by staff (teaching and non-teaching) for student achievement in any of the five criteria listed in section 2.1.

**The procedure for issuing and recording credits** is as follows:

- **Feedback in books will mention if a student has been awarded a credit for that particular piece of work to make the student aware of the specific work that was successful.**
- **Credits can also be awarded verbally for excellent contribution in class.**
- **Credits are recorded through the SIMs register – right click and select ‘Credit’ and the most appropriate value.**

#### **Credit totals**

- **Each week in tutor time tutors are given summaries of the achievement points achieved by individuals and accrued by their group that week as part of the pastoral data.**
- **Termly pastoral rewards assemblies will celebrate those with the highest credit totals.**
- **Credit totals will be used to generate certificates of achievement. (platinum/gold/silver/bronze)**
- **Credit totals will be shared with students/parents/carers as part of our reporting cycle**

### **Guidance for staff: Issuing credits**

- From your register page, click the student you would like to reward a credit to and then right click and move to add achievement credit.
- You can enter multiple credits for several students by holding down the Ctrl key while you click on several student names and then follow the procedure above.
- Please select which of the values best suits the achievement

It is important that curriculum areas devote curriculum meeting time to identify and prepare curriculum awards. Likewise, staff must incorporate celebration of success into lessons and planning time.

- All curriculum rewards will be issued using the 'rewards criteria' outlined in this policy
- The curriculum rewards issued to students will be the same across all key stages unless otherwise stated.
- Admin support will be provided where requested by YL to support with preparation of rewards.
- Monitoring of credits as part of the celebration process will be done termly to ensure there is equity between all groups of students

### **2:3 Credits: Certificates of Achievement – bronze, silver, gold and platinum awards**

Credit totals for each student trigger certificates of achievements and rewards. These will be awarded by Year leaders at end of term assemblies.

<b>Credit stage</b>	<b>Reward</b>
<b>50 credits</b>	Congratulations email home
<b>100 credits</b>	Bronze badge & certificate
<b>125 credits</b>	Congratulations email home
<b>150 credits</b>	Silver badge & certificate
<b>200 credits</b>	Gold badge, certificate, email, and meeting with Headteacher/SLT

<b>250 credits</b>	Platinum badge, certificate, email, reward trip & entry into an end of year prize draw
<b>275 credits</b>	Postcard from a member of SLT
<b>300 credits</b>	Headteacher Commendation

#### **2.4 Subject Postcards**

Postcards provide an effective way of celebrating student achievement with students and their families.

- There is no limit to the number of postcards that may be sent by one member of staff, it is recommended that no more than 10 postcards per class (across all categories) should be sent each term by one teacher.
- Staff must add students' names to postcards before forwarding them to the office for posting.

#### **2.5 Subject Certificates**

Subject certificates will be awarded termly by each subject area for achievement and adherence to values. They will be awarded in extended Year assemblies, run and co-ordinated by Year Leaders and Key Stage Leaders in the final week of term

Students will be nominated by subject staff using the criteria set out in this policy. Staff will use the previous term's end of term data to nominate students.

Each subject area will nominate **two students** per year group under each of the criteria headings, to receive a certificate in the subject rewards assembly.

#### **2.6 Individual celebrations of success**

- Staff are encouraged to send emails to parent/carers (or call home) when a significant achievement takes place in lessons. They may also have departmental postcards.



## 2.7 Subject area - achievement notice boards

Each department is required to allocate one notice board to display and celebrate student achievements. The notice board should be displayed in an accessible area, easily viewed by all students entering the department. *Admin support will be made available for upkeep of achievement boards on request from the CL to the office manager.*

## 3. Pastoral Rewards

### Pastoral Rewards

The school is keen to promote an acceptance of positive achievement and to celebrate the achievements of students publicly within all Year groups. We want it to be the norm and acceptable to be successful and this should permeate the ethos of each year group. This will take place via the tutor and pastoral leaders.

### 3.1 Criteria for the issue of pastoral rewards

The criteria for pastoral rewards are as follows:

- significant or improved *cross curricular* **progress and achievement** in their academic work.
- high level *cross curricular* **attainment** and academic excellence.
- cumulative **credit totals** in the year. (Platinum/Gold/Silver/Bronze)
- progress and success in the ten key attributes/values
- significant progress in terms of their **personal development and organisational skills**:
- reward good attendance and punctuality by: **Celebrating students in weekly tutor times and end of term celebration assemblies.**
- **positive & caring behaviour**
- organisation for learning (**uniform, equipment**)
- achievement in interform events.
- service to the year group or school
- community engagement

We reward in the following ways:

### 3.2 Assemblies – celebration of success

Year Leaders are required to profile and celebrate all significant student or group achievements **in their weekly tutor times. There should be a section of each tutor time focusing on celebration of success.**

- **Other significant achievements**

Individual students and tutor groups should be regularly rewarded and celebrated for their achievements against the above criteria.

Year leaders should create a healthy competitive rewards ethos that encourages individuals and tutor groups to excel in these important areas of school life.

**Reporting of credits** should be shared with students during end of term assemblies and weekly tutor times in the Friday celebrations and displayed on **tutor notice boards** to show attainment and progress made towards specific criteria. e.g. tutor group attendance and punctuality, credit totals and inter form competitions.

Year team meetings must have a regular 'rewards' agenda item to enable time for tutors to nominate students, prepare rewards and celebrate success. (individual and tutor groups)

### **3.3 Pastoral achievement noticeboards**

Each Year leader is required to allocate one notice board to display and celebrate student achievements. The notice board should be displayed in an accessible area. Admin support will be made available for upkeep of achievement boards on request from the CL to the office manager.

Achievement notice boards must

- display student achievements in the Year group, under the rewards criteria outlined in this policy.
- display students' names/photographs (SIMs)/year group/reason for award.
- show samples of work or photographs of achievements to support the achievement area.
- be updated on a termly basis.

**Rewards summaries should be considered by tutors when writing references**

### **3.4 Rewards trips**

Rewards trips are run by the member of the **senior leadership team in charge of positive behaviour** for students who have achieved highly in all the pastoral award criteria (attendance/punctuality/uniform and academic progress). **Guidance is taken from the trips policy and to ensure equity the trips are carefully monitored. This is to make sure a number of students are celebrated and all groups represented**

### **3.5 - Use of vouchers or prizes**

**Amazon vouchers are awarded in £5 and £10 denominations as a reward in the end of term celebration assemblies**

**In addition, at the end of the academic year, all students who have achieved the Platinum credit award are entered into a raffle with winners drawn from each year group. Prizes offered include tablet devices. Platinum winners are also rewarded with a Platinum Reward Winners day**

### **3.6 -Year Leader Star of the Week and Fast Track Lunch Passes**

**Year Leads nominate one student weekly who has demonstrated the Elthorne values well and awards 'Star of the Week' The student receives a small card that celebrates this event and can also act as a canteen queue jump for the duration of the week.**

Students cannot be awarded Star of the Week twice in one term.

## 4. Whole School Awards & Rewards

### 4.1 Awards evenings

There will be two reward evenings each year:

- Year 11-13 awards evening (Spring 2.2)
- Year 7-10 awards evening (Summer 3.2)

Rewards issued will mirror those outlined in the curriculum section of the policy. There will also be specialist awards for each key stage with trophies given. Trophy awards include:

- Elthorne Values Trophy-awarded by the KSL
- Year Lead Trophy
- Team of the Year Trophy
- Service to the Community Trophy
- Artist of the Year Trophy
- Sportsperson of the Year Trophy
- Middle leaders will be asked to nominate students for awards in the listed categories. These will be added to SIMs achievements by the awards administrator.

We encourage all parent/carers to attend

### 4.2 Jack Petchey Award Scheme

The Jack Petchey Foundation was set up by Sir Jack Petchey to inspire and motivate young people across London and Essex to do their best and reach their full potential. We run the gold award scheme in school which means we are able to award up to 9 students with a Jack Petchey Achievement Award each year.

We follow the Jack Petchey guidance in awarding these students who are publicly celebrated through assemblies and the Jack Petchey Awards display board.

## 5. Monitoring of Rewards Policy

### Monitoring

Middle leaders and the senior leadership team are responsible for monitoring the use of rewards and implementation of policy in their area as part of their annual evaluation of standards.

Rewards policy should be monitored in the following ways:

- rewards data (termly reports will be forwarded by the rewards administrator)
- lesson observations
- student interviews and questionnaires
- work scrutiny
- learning walks
- parent/carers surveys and communication.

Middle leaders should refer to the use and impact of rewards in their area when quality assuring their subject areas during termly book checks and monitoring, data analysis by department and student voice. Subject/Year leaders are required to monitor that rewards are being issued in line with school policy and all groups are

represented. AHT of Behaviour and Culture to monitor groups alongside support of admin with data results shared with Pastoral Year Leads and the Senior Leadership Team

## 6. Rewards budget

The school's central rewards budget will be used to supply the following resources:

- Credit total certificates and prize allocations (platinum/gold/silver/bronze as per the table in 2.3)
- Curriculum and pastoral rewards assembly certificates.
- Awards evenings certificates and prizes
- Amazon vouchers
- Student pens of the week
- Badges
- Rewards trips
- Raffle prizes for end of year platinum awards

All additional reward resources must be paid for directly from (departmental/Year capitation) capitation. Budget allocations will be reviewed each year by the SLT.

Review of policy:

Next review: 2026